

## JOB DESCRIPTION

<b>Vacancy reference:</b>	43601
<b>Lecturer:</b>	Associate Professor of Clinical Psychology (Teaching Intensive)
<b>Grade:</b>	Grade 8 (spinal points 45-49), Permanent
<b>School/Department:</b>	School of Psychology and Clinical Language Sciences
<b>Reports to:</b>	Director of Training or other senior line manager
<b>Responsible for:</b>	n/a

### Purpose

#### The post

The School of Psychology and Clinical Language Sciences is seeking to appoint an experienced clinical academic to join the dynamic and collegiate team of staff who manage and deliver our highly successful graduate and postgraduate clinical training courses in the Charlie Waller Institute (CWI). The post holder will develop and deliver high-quality clinical teaching, marking, clinical supervision and academic tutor support to students, built on an in-depth knowledge of the science and practice of cognitive behaviour therapy (CBT). They will show effective leadership in positions of responsibility assigned to them and work collaboratively with colleagues to ensure the successful delivery of the CWI portfolio of programmes.

The position is available on a full-time (or part-time) permanent basis from 1<sup>st</sup> May 2023 or as soon as possible thereafter. We welcome applications from both clinical academics with expertise in CBT and clinical psychologists/CBT-trained individuals with significant experience of working in strategic leadership positions within adult or child and adolescent mental health services. Applicants will have substantial experience of delivering and leading training, including experience of leading programmes in an HE setting, and a passion for supporting an excellent student experience. They should be willing to contribute to the highly collaborative, inter-disciplinary and collegiate environment at Reading. The appointed individual will be mentored towards progression and the achievement of their career goals.

The University, and the School and Charlie Waller Institute within this, are committed to equality and diversity in all aspects of our work. The School's progress in activities to support equality and inclusion was recognised by a Silver Athena Swan Award in 2021. The University is a Stonewall Top 100 employer and has been a member of the Race Charter since 2016. Our 4-year action plan to improve race equality can be found here: [https://www.reading.ac.uk/web/files/Diversity/University\\_of\\_Reading\\_REC\\_Action\\_Plan\\_2018\\_FINAL.pdf](https://www.reading.ac.uk/web/files/Diversity/University_of_Reading_REC_Action_Plan_2018_FINAL.pdf). We welcome applications from those from all backgrounds, communities and industries, and we value the positive impact that diverse skills, experiences and abilities have on our teams. We are committed to providing a welcoming environment to those with protected characteristics.

## The University of Reading

The University of Reading enjoys a world-class reputation for teaching, research and enterprise. It is ranked as one of the UK's 30 most research-intensive universities and is among the top 200 universities in the world (QS World University Rankings). Established as an extension college of Christ Church, Oxford in 1892, we received our Royal Charter and became an independent institution in 1926. Important achievements include receiving the Queen's Anniversary Prize for Higher Education five times since 1998, most recently in 2021 in acknowledgement of our work tackling the impact of climate change.

## The School of Psychology and Clinical Language Sciences

The School of Psychology & Clinical Language Sciences traces its origins back to 1921 and the formation of the Department of Psychology; our recent centenary celebrations highlighted our status among the oldest of departments in the UK. Today, the School (<http://www.reading.ac.uk/pcls/>) comprises more than 200 Academic, Research, Clinical and Professional & Administrative staff. The reputation of the School is based on its world-class contributions to psychology, neuroscience and clinical research, with the bridge between neuroscience and clinical disorders a common theme. In the 2021 Research Excellence Framework, our School was ranked 23rd in the UK among its unit of assessment, a rise of 10 places since the last REF in 2014. Overall, 87% of our research was rated as 3\* or 4\* and the impact of our research was judged to be largely world leading.

The School houses the Centre for Integrative Neuroscience and Neurodynamics (CINN, <https://research.reading.ac.uk/cinn/>), with facilities including a 3T Siemens Prisma research-dedicated MRI scanner, two high-density EEG laboratories, and high resolution stimulus display systems with integrated high-speed eye tracking, psychophysiology measures, MRI compatible EEG, TMS and NIRS. The School is a core member of two further Interdisciplinary Research Centres: the Institute of Food, Nutrition and Health (IFNH, <https://research.reading.ac.uk/ifnh/>), and the Centre for Literacy & Multilingualism (CeLM, <https://research.reading.ac.uk/celm/>), which provide hubs for researchers across the university to collaborate on research into diet and health, and literacy and multilingualism respectively.

The School delivers a range of single and joint honours undergraduate, Masters and PhD programmes in Psychology and Clinical Language Sciences. Our BSc Psychology programme, which is delivered both in Reading and at the University of Reading Malaysia campus (<http://www.reading.edu.my/>), was ranked in the top 150 worldwide in the 2022 Times Higher Education World University Rankings by subject. The School also delivers professional pre-registration programmes in Speech & Language Therapy (at undergraduate and postgraduate level); our SLT programme has been running for more than 4 decades and is one of the most highly regarded in the UK. The School is also home to the Charlie Waller Institute, which provides postgraduate training in cognitive behaviour therapy (CBT) and other evidence-based psychological treatments to mental health professionals and conducts research and evaluation to promote evidenced-based approaches to clinical disorders (<http://www.reading.ac.uk/charliewaller/cwi-home.aspx>).

The School has excellent links with local adult and child and adolescent mental health services. We also house several on-site NHS and independent clinics that offer services to the local community (the AnDY clinic: Anxiety & Depression in Children & Young People; the Centre for Autism; adult and paediatric Speech & Language Therapy clinics). These services also serve to train our students and support research.

## **Main duties and responsibilities**

### Training and Clinical Supervision

- Take a leading role in the development and delivery of clinical teaching across our graduate and postgraduate programmes. Teaching and learning activity may include lecturing, clinical skills training and supervision, marking and moderating of coursework assessment.
- Leading on the development and maintenance of new and existing collaborative relationships with local service providers employing students.
- Coordinate teaching delivery by acting as programme director/module convenor for clinically-orientated modules.
- Engage in the organisation and delivery of staff training, including markers and supervisors.
- Be willing to innovate with respect to programme design, implementation and assessment.
- Show flexibility and be prepared to develop and teach material within and outside of your own immediate specialist area, as requested by Director of Training and/or Head of School.

### Leadership, Management and Administration

- Provide effective academic management, leadership, and administration abilities in fulfilling roles and responsibilities assigned by the Director of Training and/or Head of School.
- Proactively support CWI staff to achieve strategic goals around: equity, diversity and inclusion; experts by experience; sustainability of high-quality provision; meaningful staff development and the delivery of flexible responsive training for the mental health workforce.
- Participate in and lead committees and working groups within the School and the University, as required by the Director of Training and/or Head of School.
- Represent the School as required, in the University and externally.

## **Supervision received**

Formal line management and mentoring will be provided by a senior member of clinical staff, on behalf of the Head of School, to advise and assist the postholder in satisfying the requirements of the role and progressing their career. Day to day guidance on teaching and clinical matters will be provided by the Director of Training and relevant Programme Director(s). The role will have limited day to day supervision and the responsible person is expected to make decisions and identify issues and respond appropriately.

## **Supervision given**

The appointed candidate will provide clinical supervision and academic tutor support to students. They may also be asked to line manage a group of clinical academic staff, depending on prior experience.

## **Contact**

The post holder will have contact with internal academic and professional administrative staff in School and university services. Contact with external organisations could include NHS partners, HEE, HEIs, colleges, government departments etc.

Members of the School are engaged in intra and extra School research collaborations. As well as various international research links, the School has excellent links with staff in a range of organisations including local NHS Trusts, the Health and Care Professions Council (HCPC), the British Psychological Society (BPS), the British Association for Behavioural and Cognitive Psychotherapies (BABCP), local schools, charities and businesses. The successful candidates will be expected to build on existing contacts and/or pursue similar contacts commensurate with their experience and knowledge. In this context, the ability to develop new, or to grow existing, placement possibilities for our students is highly desirable.

### **Terms and conditions**

This permanent academic position is available on a full-time basis starting on 1st May 2023 or as soon as possible thereafter. We expect to offer the position on a teaching intensive basis. However, candidates with an established research profile and the ambition to build a research group are invited to let us know their interest in a teaching and research position in their application.

This document outlines the duties required for the time being of the post to indicate the level of responsibility. It is not a comprehensive or exhaustive list and the line manager may vary duties from time to time which do not change the general character of the job or the level of responsibility entailed.

**Date assessed: 02/08/2022**

# PERSON SPECIFICATION

Job Title	School/Department
Associate Professor in Clinical Psychology	School of Psychology and Clinical Language Sciences

Criteria	Essential	Desirable
<b>Skills Required</b>	<ul style="list-style-type: none"> <li>• Ability to engage in, and take responsibility for delivering teaching/training and learning at graduate/ postgraduate level</li> <li>• Excellent clinical skills, particularly in evidence-based interventions for anxiety disorders and depression</li> <li>• Ability to engage in, and take responsibility for, academic tasks</li> <li>• Excellent organisational and administrative skills</li> <li>• Sensitivity to EDI cultural issues, and needs in mental health</li> <li>• Excellent interpersonal skills</li> <li>• Strong oral and written communication skills</li> <li>• High level of attention to detail</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of graduate and PGT teaching and organisation of teaching (e.g., HEA fellowship)</li> <li>• Effective involvement in administrative tasks within an HE environment</li> <li>• Ability to undertake original research</li> </ul>
<b>Attainment</b>	<ul style="list-style-type: none"> <li>• Qualification in CBT or PT; Low Intensity (LI), High Intensity (HI), Clinical Psychology (DClinPsy) or a Doctorate (PhD) in a clinically relevant area</li> </ul>	<ul style="list-style-type: none"> <li>• Associate Fellow, or higher, of the Higher Education Academy (HEA)</li> <li>• BABCP accreditation</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Extensive knowledge of the theory and practice of CBT</li> <li>• Knowledge of other core areas of psychology</li> <li>• Knowledge of adult and children and young people's IAPT services</li> <li>• Knowledge of National Health Service and Health Education England commissioning systems</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of quantitative and/or qualitative research methods</li> <li>• Knowledge of Higher Education System and procedures and processes</li> <li>• Networks of contacts within HEE/NHS</li> </ul>
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>• Experience of teaching/supervising clinical psychology/CBT staff in a Higher Education setting, delivering lectures, tutorials and/or seminars</li> <li>• Significant experience of leading in the delivery of cognitive behaviour therapy within mental health services and/or research therein</li> <li>• Experience of assessing clinical competence against standardised assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in teaching other (non-clinical) psychology in a Higher Education setting</li> <li>• Experience of convening and developing modules</li> <li>• Effective administrative ability demonstrated in a Higher Education environment</li> <li>• Evidence of interest in inter- and intra-disciplinary collaborations, including with the NHS</li> </ul>

	<ul style="list-style-type: none"> <li>• Experience of supervising others' clinical work</li> </ul>	
<b>Disposition</b>	<ul style="list-style-type: none"> <li>• The ability to work well with colleagues and students</li> <li>• Ability to work on own initiative</li> <li>• Collegiate, respectful and considerate of the skills of others</li> <li>• Committed to undertaking administrative and leadership duties</li> <li>• Committed to excellence in teaching and research at all levels</li> <li>• Desire to improve the student experience</li> </ul>	<ul style="list-style-type: none"> <li>• A commitment to delivering high quality teaching</li> <li>• Desire to innovate in teaching methods and/or research</li> <li>• Willingness to form strong links with potential placement providers</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Ability to teach at undergraduate and postgraduate levels</li> <li>• Willingness to teach CBT at graduate/postgraduate level outside of key areas of expertise, with appropriate support and training provided</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to forge links with and expand on current areas of clinical expertise within and beyond the School</li> </ul>

Completed by: Carmel Houston-Price and Hannah Vickery	Date: 08/10/2022
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